DOCUMENT RESUME

ED 372 792 JC 940 427

AUTHOR	Alvarez, Irma J.
TITLE	Model VESL Program Guide, Office Information Systems, International: One Semester Intensive Training Certificate of Achievement Programs in General, Medical, and Legal Office.
INSTITUTION	Southwestern Community Coll., Chula Vista, CA.
SPONS AGENCY	California Community Colleges, Sacramento. Office of the Chancellor.; Department of Education, Washington, DC.
PUB DATE	1 Jun 94
CONTRACT	920100
NOTE	32p.; Project supported by funds from the Carl D. Perkins Vocational and Applied Technology Act of 1990, P.L. 101-392; for a related document, see JC 940 426.
PUB TYPE	Guides - Non-Classroom Use (055) -- Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Bilingual Education Programs; Bilingual Students; *Business Skills; Classroom Techniques; Clerical Workers; Community Colleges; *Hispanic Americans; Interpreters; *Limited English Speaking; *Office Occupations Education; Program Descriptions; Two Year Colleges; *Vocational English (Second Language)
IDENTIFIERS	Southwestern College CA

ABSTRACT

The Office Information Systems-International Program at Southwestern College, in California, was designed to provide Hispanic students with training for entry-level office employment. This model program guide stems from a project to improve curricula and delivery and focuses on changes in three intensive bilingual programs in general, medical, and legal office skills. The first section describes initial surveys of businesses and English-as-a-Second-Language (ESL) students to assess needs, the community advisory committees for each program, student recruitment efforts, the bilingual mode of instruction utilized in the programs, and a statewide consortium for promoting access to vocational education. The next section reviews the major units covered in the programs, indicating that the General Office-Administrative Office Assistant-Bilingual includes instruction in business English, wordprocessing and spreadsheets, and office procedures; the Medical Office Clerk-Bilingual covers medical terminology, translation/interpretation, computer skills, cardiovascular resuscitation and vital signs training; and the Legal Office Clerk-Bilingual includes computer skills, legal terminology, research, office procedures, and translation/interpretation. The final section reviews features of the intensive programs, including entrance requirements, classroom techniques, a panel discussion on bilingual careers, employment preparation, and student job placement assistance. The business and ESL student surveys are appended. (KP)

ED 372 792

SOUTHWESTERN COMMUNITY COLLEGE

MODEL VESL PROGRAM GUIDE

OFFICE INFORMATION SYSTEMS, INTERNATIONAL

ONE SEMESTER INTENSIVE TRAINING

CERTIFICATE OF ACHIEVEMENT PROGRAMS

IN GENERAL, MEDICAL, AND LEGAL OFFICE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Prepared by
Irma J. Alvarez
Project Director
Authorized by
VATEA Grant # 920100
Chancellor's Office, California Community Colleges
June 1, 1994

JC 940 427

BEST COPY AVAILABLE

MODEL VESL PROGRAM GUIDE
OFFICE INFORMATION SYSTEMS, INTERNATIONAL
ONE SEMESTER INTENSIVE TRAINING
CERTIFICATE OF ACHIEVEMENT PROGRAMS
IN GENERAL, MEDICAL, AND LEGAL OFFICE

Southwestern Community College
900 Otay Lakes Road
Chula Vista, CA 91910
(619) 421-6700

Governing Board

Augie Bareno
G. Gordon Browning
Jerry J. Griffith
Maria Neves Perman
Judy Schulenberg

Superintendent/President

Joseph M. Conte

Project Participants

Bus. Div. Dean:	Dr. Anthony Thele
Supervisor/Coord.:	Irma Alvarez
Curriculum Developers:	Irma Alvarez
	Raschel Parsons
	Alva Sands

Student Participants

Project Clerk:	Brenda Galindo
Instructional Asst.:	Luz Marisa McElwain
Future Faculty:	Norma Alvarez
Tutors:	Irene Favela
	María Valdivia
	Eugenia Verdugo
Mentors:	Elizabeth Azhocar
	Yolanda Rocha

This model program guide is made pursuant to grant agreement number 920100. This project was supported by the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, P.L. 101-392, funds administered by the Chancellor's Office, California Community Colleges.

This activity which is the subject of this model program guide was supported in whole or in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education, and no official endorsement by the U.S. Department of Education should be inferred.

Date: June 1, 1994

To: Deans of Occupational Education
Deans/Coordinators - ESL
Office Occupations Instructors
ESL Instructors

From: Irma J. Alvarez, Coordinator
VATEA - Model ESL Project

Subject: Model Program Guide
VESL - Intensive Office Skills Training

The Model Program Guide describing our successful one-semester vocational ESL intensive training programs in general, medical, and legal office skills serves the purpose of acquainting you with the overall structure of these programs by highlighting the key components. In addition, the special features that have made these programs an effective "model" over the years are briefly described.

We welcome this opportunity to share this information and hope that, through many of you, special populations of students throughout the state will benefit from this information.

If you would like more details about the curriculum content or any other aspect of these programs, please contact us at Southwestern College - (619) 421-6700:

Irma Alvarez - General Office = ext. 5534
Alva Sands - Legal Office = ext. 5534
Raschel Parsons - Medical Office = ext. 5461

TABLE OF CONTENTS

INTRODUCTION

OVERVIEW OF INTENSIVE OFFICE TRAINING PROGRAMS 1
- Needs Assessment 2
- Community Advisory Committees 2-3
- Student Recruitment 3
- Bilingual Mode of Instruction 3-4
- PAVE - Promoting Access to Vocational Education 4

OVERVIEW OF INTENSIVE TRAINING PROGRAMS MAJOR UNITS COVERED 4
- General Office--Administrative Office Assistant-Bilingual 4-6
- Medical Office Clerk-Bilingual 7-8
- Legal Office Clerk-Bilingual 9-10

FEATURES OF INTENSIVE TRAINING PROGRAMS 11
- Criteria for Entrance and Testing of Incoming Students 11
- The Role of the Instructional Assistant 11-12
- Key Techniques and Methods That Nurture Success 12-14
- Panel Discussion on Bilingual Careers 14
- Link to Higher Level Skills and Related Programs 14-17
- Employment Preparation and Work Experience 18
- Student Job Placement Assistance 19

SUMMARY 19

LIST OF CHARTS

Business 35 Administrative Office Assistant - Bilingual Semester Plan ..... Figure 1
Business 40 Medical Office Clerk - Bilingual Semester Plan ..... Figure 2
Business 36 Legal Office Clerk - Bilingual Semester Plan ..... Figure 3
Certificate of Completion for Two Intensive Programs ..... Figure 4
Office Information Systems, International Program Chart OIS International Programs ..... Figure 5

APPENDICES

Industry Survey of Literacy & Vocational Skills ..... Appendix A
ESL Student Survey of Career Goals ..... Appendix B

SOUTHWESTERN COMMUNITY COLLEGE

MODEL VOCATIONAL ESL PROGRAM GUIDE
OFFICE INFORMATION SYSTEMS, INTERNATIONAL

ONE SEMESTER INTENSIVE TRAINING
CERTIFICATE OF ACHIEVEMENT PROGRAMS
IN GENERAL, MEDICAL, AND LEGAL OFFICE

Since its inception in 1974, the Office Information Systems -International Program at Southwestern Community College has endeavored to develop programs targeting Hispanics, and has been especially effective in training Latinas for entry-level office employment. The program began in 1974 with one experimental "bilingual" office procedures course to assist ESL students who were experiencing difficulty in the traditional office skills courses offered at that time. Today the discipline offers ten bilingual courses which make up part of the core of seven programs in the General, Medical, Legal and Interpretation fields.

A one and one-half year VATEA grant contract No. 920100 through the California Community College Chancellor's Office authorized improvement of the curriculum and delivery of the three one-semester intensive training programs, General, Medical, and Legal Office Clerk-Bilingual, and provided assistance for at-risk students through tutors, mentors and future faculty personnel.

This model program guide, authorized through the VATEA grant, focuses on the three intensive programs encompassing the changes implemented during the period of the grant.

OVERVIEW OF INTENSIVE OFFICE TRAINING PROGRAMS

The three intensive programs, General, Medical, and Legal Office Clerk-Bilingual, are designed to prepare limited English proficient as well as fluent bilingual (Spanish/English) students for entry-level office employment in the general business, medical, and legal fields. The following section will describe the various aspects of the program:

- Needs Assessment
- Community advisory committees
- Student recruitment
- Bilingual mode of instruction
- PAVE - Promoting access to vocational education
- Overview of each program and major units covered
- Criteria for entrance and testing of students
- The role of the instructional assistant
- Key techniques and methods that nurture success
- Panel discussion on bilingual careers
- Link to higher level skills and related programs
- Employment preparation and work experience
- Student placement assistance

Needs Assessment

An industry needs assessment was conducted at the outset of the Bilingual Office Information Systems Program. It included an area-wide survey of the need for bilingual clerical personnel and was conducted via a mailing to over 300 businesses in the South Bay and central areas of San Diego County, primarily the areas served by Southwestern College. Since the time the advisory committee was initiated, subsequent to the survey, the membership has kept the Office Information Systems discipline updated on changes in technology and business trends.

The information gathered by the original needs assessment served to clarify which programs and levels of training to offer and what the curriculum content should include with respect to both hands-on and bilingual skills. In addition, it gathered information on future trends in the business community.

Under this present VATEA grant a new industry needs survey was conducted primarily through the three area-wide advisory committees for all three fields--general business, medical, and legal. Appendix A is a copy of this survey which targeted 45 advisory committee members from each field. This particular survey emphasizes both the hands-on as well as the specific levels and variations of language skills required by these organizations.

In addition, the survey, Appendix B, requested information from ESL students on their career interests and asked them to identify obstacles in achieving their career aspirations. The information gathered will allow Southwestern College to determine which courses or programs to possibly create, enhance, and/or recruit for. In addition, it brings to light the student services and curriculum content the College needs to provide to help students to achieve their career goals successfully.

These survey instruments can readily be adapted to assess the needs within any community college district.

Community Advisory Committees

The three programs have individual advisory committees. In general the advisory committees are comprised of local personnel representatives in both public and private organizations, secretaries, office supervisors, and directors of temporary employment agencies. The specialized Medical Advisory Committee includes HMO office personnel, doctors, paramedics, and medical administrators. The Legal Advisory Committee includes attorneys, legal secretaries, legal interpreters, paralegals, and court personnel. All committees include students, staff, faculty, and the Southwestern College student employment technician.

An effort has been made to form committees that represent a broad community base of persons who are in organizations both small and large with the majority using up-to-date technology and practices, representative of the community served by Southwestern College.

Many advisory committee members serve as in-class speakers, interviewers and recruiters for jobs in their respective offices or organizations. They are active members and often serve as chairs for their individual advisory committees.

The committees meet formally once a year and individual members are consulted throughout the year. In addition, students in all three programs are placed in voluntary or paid work experience internships often by advisory committee members.

An awards breakfast honoring advisory committee members takes place once a year, and a special effort is made by the Southwestern College employment technician as well as program instructors to stay in touch with advisors throughout the year.

Student Recruitment

After trying all types of recruitment tactics, the most effective recruitment technique is word of mouth. After this, the semester schedule of classes is most often cited as a source of recruitment. The third important recruitment effort is the help of other instructors in encouraging their classes to enroll and in presentations made by Office Information Systems (OIS) teachers in the higher level English as a second language classes and in bilingual business classes. These efforts require having a good rapport within the discipline as well as with ESL and Spanish colleagues, which we have taken time to develop over the years. In addition, OIS teachers participate in high school career fairs both on and off campus.

Most recently the OIS International and ESL disciplines have established a strong rapport by meeting to share program information and ideas. In addition, both disciplines worked to create an ESL student information booklet which shows the interface of OIS programs with the ESL program at various levels. This has facilitated recruitment efforts as the teachers are more familiar with the content of courses in both disciplines and are thus better able to counsel students who are interested in office careers.

One of the presentations made by OIS International instructors this year included the area-wide high school counselors conference held at Southwestern College.

Another important source of recruitment is a panel presentation on bilingual careers which allows OIS to showcase its programs as well as to educate and recruit students into various other programs offered at Southwestern College or at the local universities. This will be discussed in a separate section of this guide.

Bilingual Mode of Instruction

The primary teaching methodology used is the bilingual mode. In general, the ESL students who enter the program must be at the minimum intermediate/advanced level. Lectures in class are given in English and additional explanation is followed up in Spanish when the topic is complex or when students require further elaboration. All three instructors are bilingual (Spanish/English) leading to a natural use of this methodology which gets the information to the student in a quick and comprehensible form.

Recently, OIS and ESL instructors at Southwestern College have worked closely and have shared ideas about how to better prepare ESL students for the office skills programs.

Both disciplines determined to share materials and equipment including sharing the new ESL language lab and the computers in the Business Division. This rapport between both disciplines is significant. We have been fortunate to work with cooperative, caring instructors who strengthen the success of these intensive training programs.

PAVE - Promoting Access to Vocational Education

Southwestern College has recently joined PAVE, a consortium of community colleges throughout the state, authorized under a national grant administered through the Chancellor's Office that provides training for vocational and ESL instructors on the various aspects of working across disciplines to prepare limited English proficient students for the work force. PAVE has been an excellent source of teacher training, resource material, and sharing with colleagues.

The pairing of an ESL instructor with a vocational instructor, one of the many effective methodologies discussed in PAVE, would be an effective method of training limited English proficient students in these intensive programs.

OVERVIEW OF INTENSIVE TRAINING PROGRAMS: MAJOR UNITS COVERED

General Office–Administrative Office Assistant-Bilingual

The Administrative Office Assistant-Bilingual Program is designed to train advanced ESL students or bilingual English/ Spanish speakers for entry-level clerical positions in general business offices. Students in the general program meet a full semester, 18 weeks, for 16 hours per week. Many of the graduates gain employment at Southwestern College, in local elementary, junior high, and high school districts, small local businesses, State, City, and County civil service offices, and with the federal government Navy Co-op, Immigration and Naturalization Service, and other federal agencies. Students receive 12 semester units of college credit plus 1 unit for a business work experience internship which must be completed during the semester. The students study the following major areas:

(1) Employment Preparation & Work Experience
(2) Business English
(3) Bilingual Skills Development
(4) Keyboarding
(5) Word Processing - WordPerfect
(6) Office Procedures
(7) Office Simulation
(8) Lotus 1-2-3

Sudents enter the program with a minimum keyboarding speed of approximately 20 wpm, and dedicate seven to nine weeks to keyboard review and building speed and accuracy. This is done prior to learning WordPerfect skills, although basic editing in WordPerfect is presented early in the semester.

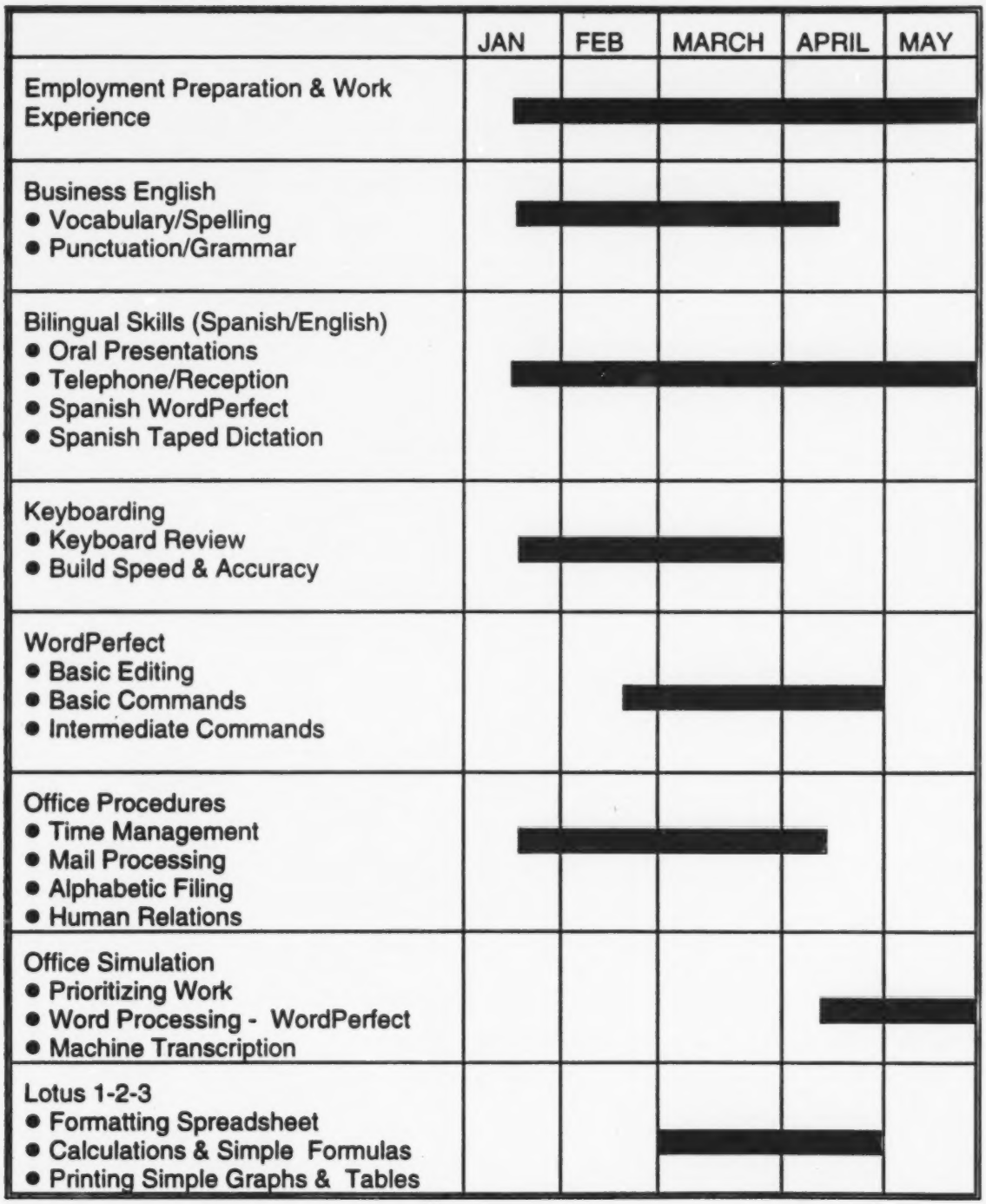
The Business English component is taught from the first through twelfth weeks in an effort to prepare students to follow instructions in an office simulation, keyboard from rough draft, and transcribe business letters from taped dictation. Bilingual skills are integrated in the office simulation in telephone techniques, taped Spanish dictation, Spanish WordPerfect, and short bilingual oral presentations.

Office Procedures are emphasized and focus on the entry-level planning skills of time management and work prioritizing, human relations and office communications, mail processing, and alphabetic filing. In addition, basic spreadsheet skills are emphasized in Lotus 1-2-3.

The program has a work experience component which prepares students for employment and requires 60+ hours of volunteer work experience or 75+ hours of paid work experience for an additional unit of credit. Figure 1 demonstrates a typical semester plan.

BUSINESS 35 - ADMINISTRATIVE OFFICE ASSISTANT - BILINGUAL

18-WEEK SEMESTER CURRICULUM PLAN
Figure 1



Medical Office Clerk - Bilingual

The Medical Office Clerk - Bilingual Program is primarily a Regional Occupational Program (ROP) at Southwestern College and allows students to enroll without paying tuition and thus not receive college credit. However, students have the option of paying tuition and receiving 10 units of college credit. Students train for entry-level office employment in clinics, hospitals, and private medical offices. This program has a voluntary work experience component called community classroom in which students spend 40 hours in a medical office setting gaining practical experience. Students spend 15 weeks in training for 20 hours a week. The major areas of study include the following:

(1) Community Classroom (Optional Work Experience)
(2) Medical Terminology
(3) Translation/Interpretation
(4) Computer Skills
(5) Computerized Office Simulation
(6) CPR
(7) Vital Signs

Students may enter with 20 wpm typing speed and work toward typing at 40 wpm. They are taught general word processing skills using WordPerfect especially focused on formatting medical correspondence and reports.

The Medical terminology segment includes instruction and application of approximately 1,500 medical terms in English and Spanish.

The translation component allows the student to work with the intake health questionnaire including taking personal information and translating the medical consent form. The interpretation component offers interpreting practice between patient and health care provider in proper use of language and medical terminology in Spanish and English.

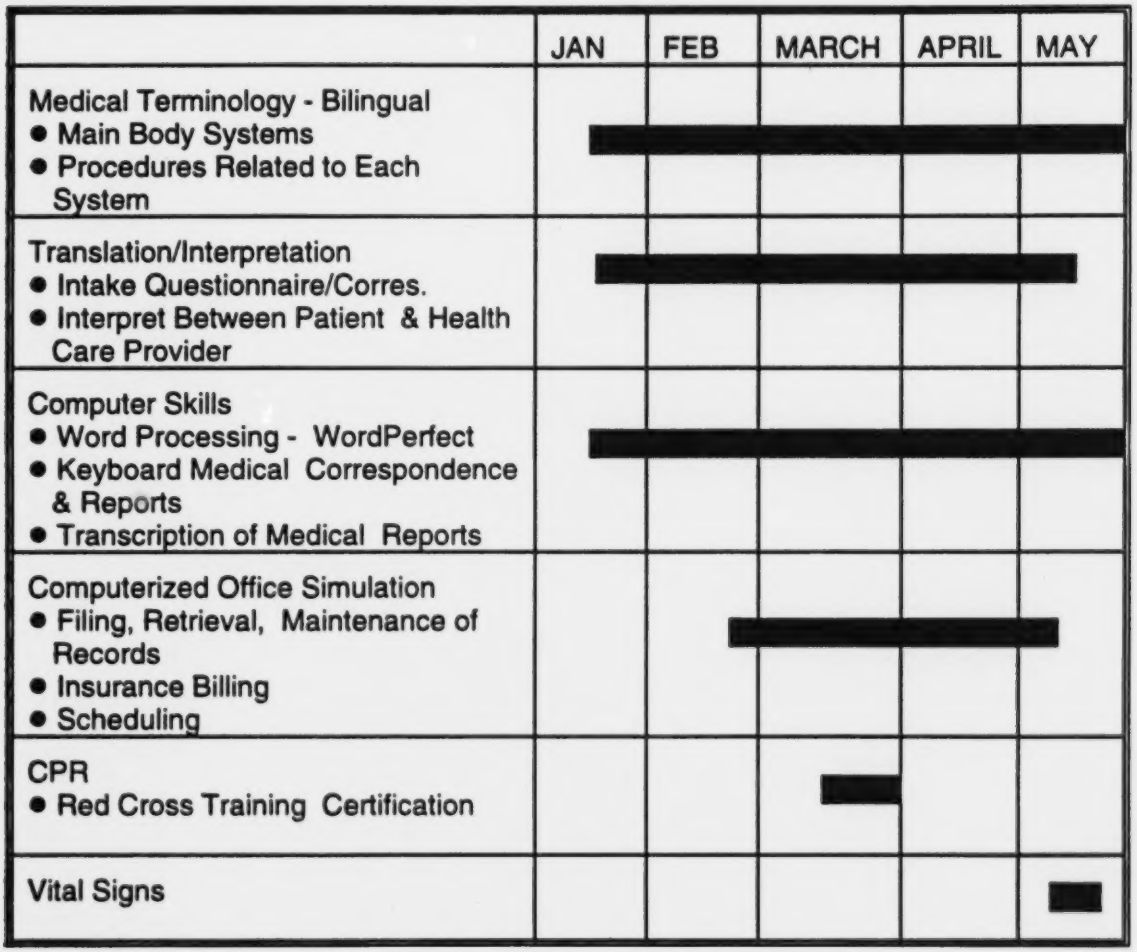
Computer skills are emphasized and include medical correspondence--physical history, hospital release reports, and surgery and radiology reports.

A computerized medical office simulation package includes ample practice in filing, retrieval, and maintenance of records, insurance billing, and computerized scheduling.

The American Red Cross provides students with training in cardiopulmonary resuscitation. In addition, students gain practical experience in reading vital signs by attending lectures and practicing under the supervision of the college nurse. Figure 2 demonstrates a typical 15-week semester plan.

BUSINESS 40 - MEDICAL OFFICE CLERK - BILINGUAL

15 - WEEK SEMESTER CURRICULUM PLAN
Figure 2



Legal Office Clerk - Bilingual

The legal intensive training program requires ESL students to be at the advanced level or preferably to have completed the ESL program. The students meet one full semester, 18 weeks, for 16 hours per week.

Many of the graduates gain employment with private attorneys, with the South Bay Municipal Court, and in small law firms. This past year, for the first time, several students continued their education by enrolling in the Administrative Office Assistant - Bilingual Intensive Program and a few entered the Legal Assistant -International Law Program at Southwestern College.

The students who start in the intensive Legal Office Clerk -Bilingual Program are encouraged to continue related classes due to the skills demanded by the legal field. Students receive 12 semester units of college credit plus 1 unit for the legal office work experience internship which must be completed during the semester. Students study the following major areas:

(1) Employment Preparation & Work Experience
(2) Computer Skills
(3) Legal Terminology
(4) Legal Research
(5) Legal Office Procedures
(6) Translation/Interpretation

Students may enter the program with a minimum keyboarding speed of approximately 25 words per minute. Approximately six weeks are spent on keyboard review and developing speed and accuracy. This is done prior to starting the WordPerfect unit.

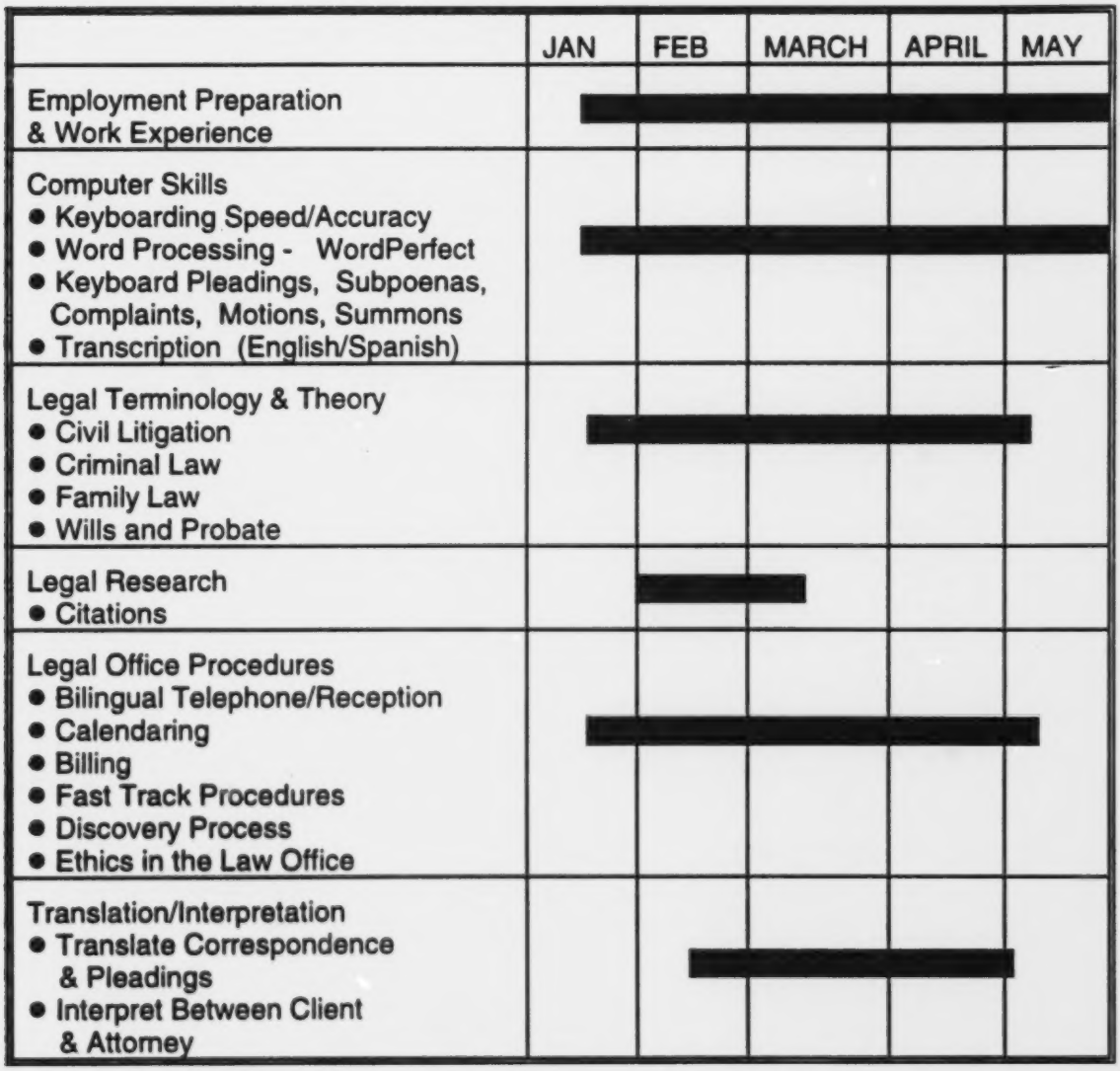
The word processing segment includes instruction in WordPerfect in both English and Spanish; however, English is emphasized. Students then keyboard complaints, pleadings, subpoenas, summons, and motions and transcribe from taped dictation in both English and Spanish.

Approximately 650 legal terms are learned bilingually focusing on the areas of civil litigation, criminal law, family law, and wills and probate. The legal research component focuses on citations, and the office procedures component emphasizes bilingual telephone and reception techniques, calendaring, billing, processing legal documents using Fast Track procedures, the discovery process, and ethics in the law office.

Bilingual language skills are developed in translation and interpretation. Students translate correspondence and pleadings and practice interpretation skills between client and attorney. Figure 3 demonstrates an 18-week semester plan.

BUSINESS. 36 - LEGAL OFFICE CLERK -BILINGUAL

18 - WEEK SEMESTER CURRICULUM PLAN
Figure 3



FEATURES OF INTENSIVE TRAINING PROGRAMS

Criteria for Entrance and Testing of Incoming Students

All three intensive programs require ESL students to be at the advanced level and preferably to have completed the ESL program and to keyboard at the rate of at least 20 words a minute. Students who are not at the minimum level of English are usually counseled to take ESL classes and to return in a later semester.

The level of Spanish required in the general intensive program is the ability to speak Spanish at the intermediate level, as the focus of the program is primarily the development of English language competence. Ideally, both the legal and medical program require that students speak, read, and write Spanish at the intermediate level as a minimum. However, the written competence is often a problem, but students are generally not excluded for this lack of proficiency.

A screening questionnaire is filled out by all students and a general content paragraph or letter of approximately 140 words is dictated in both English and Spanish and reviewed during the first two days of orientation. In the legal and medical programs, students are asked to respond in both English and Spanish to a series of background questions. A student who marginally passes the dictation is tested by the instructor by responding orally to questions on personal history, goals, and/or education and training in the language in which skill is lacking.

Students are also given a keyboarding test to check whether they are using proper techniques and minimally looking at their hands or the keyboard. If keyboarding techniques are lacking, a student who is a non-typist may be requested to take a keyboarding class and return in a future semester or to enroll in a keyboarding class and show proof within the next two class meetings.

If the student lacks English language skills and must be turned away, the instructor and aide make a great effort to counsel the student as to which ESL class to enroll in or where to go to get more information and testing to prepare to return in a future semester.

At the present time a more formal objective test or procedure is not in place for entrance evaluation. This is one of the areas that the OIS instructors plan to address in the future.

The Role of the Instructional Assistant

An instructional assistant is assigned to the intensive programs. Not only is the assistant a major resource and help to students and instructor, but this individual is also a significant role model. Students who have completed the program have traditionally been hired as instructional assistants. Without the assistant's intervention, students with marginal skills in some areas or who are experiencing personal or financial difficulties and fall behind would likely drop out of these programs. It is significant to note that the present instructional assistant, who had a law degree from the Universidad Autonoma of Baja California prior to attending

Southwestern, completed the general office program in 1988 and continued her training receiving a certificate and A.S. degree in bilingual interpretation and translation and general studies at Southwestern College. She went on to the University of San Diego and completed the paralegal certificate program, and has now been accepted by the University to the master's program in comparative law. This academic progression has been valuable for other students to observe, and many have been inspired to continue going to school.

Key Techniques and Methods That Nurture Success

The success of the bilingual intensive office training programs is largely due to the environment created within the classroom.

Instructors and assistants endeavor to create a nurturing environment and build in many opportunities for students to get to know one another through social activities such as holiday and birthday celebrations.

Most often students will become friends and share break time together, get rides with each other, share information, and share problems as well. This "bonding" is often what keeps students coming and participating in class in spite of financial, familial, or personal crises which inevitably occur each semester. As a result, these intensive programs average an 88 to 98 percent retention rate each semester, among the highest retention rates on campus.

Other keys that make the students feel validated and true members of the group include putting their pictures on the bulletin board, sharing fun activities, having raffles and auctions, having students present ideas and experiences in front of the class, using cooperative learning assignments rotating partners frequently so that students get to know most of their classmates, and allowing students to get involved in planning special events or activities.

Using both languages, Spanish and English, also encourages greater rapport within the classroom environment; however, English is the primary language used for teaching and for completion of assignments.

Critical thinking skills are integrated into every aspect of the curriculum stimulating students to challenge themselves as they deal with various topics such as human relations issues on the job, work prioritization problems, and the organization and planning of real events and activities.

Students are praised often in the classroom serving to raise their self-esteem and their desire to do well in the program. In addition, an effort is made to get students involved in the larger college community through class attendance at workshops and conferences as well as through individual extra credit assignments so that they begin to expand their awareness and their learning environment and begin to think about the institution and the community as their own.

Students who are on the satellite campus in San Ysidro, a small campus in a barrio setting, are brought on field trips to the main Chula Vista campus to begin to feel comfortable in the larger collegiate setting and to prepare them to think about transferring to that campus as they continue their education.

Guest speakers are an integral part of each program. Just as important are field trips. Students visit various sites according to their field of study. The legal program visits the local South Bay and Downtown Municipal Courts as well as some legal offices. Interpreters, attorneys, and court personnel are brought in as guest speakers. The medical program visits local clinics, hospitals, and some doctors' offices. And personnel from a wide variety of medical careers come in as guest speakers.

Counselors are often brought to class to make presentations about the Career Center, the Eureka system, and to make students aware of job opportunities and special programs in which they can participate. An employment technician assigned through VATEA funds works closely with our programs, gives the students very complete feedback on interview skills and makes herself very accessible to them.

The common cultural background of the group is a significant feature. This adds to the group's quick ability to bond and to the sense of community and ease of communication within the group. While this is a somewhat sheltered environment, for the first-time, first-generation, or re-entry Latina college student, this is a positive, nurturing introduction to academia that sets a solid foundation from which to continue to grow both academically and socially.

Any awards or special recognition that students achieve during the semester are shared with the other students. This year, for example, the only male student in the legal program received the Pioneer Equity award and three other students were recognized by the South Bay Municipal Court for their volunteer work at a special breakfast.

At the end of the program, a special "graduation" ceremony is celebrated in which students are awarded certificates of completion. Often the certificates enumerate all areas of the curriculum in which the student received an A or B grade. The students participate in the planning and preparation of the event and invite friends and family members. A nice room on campus is decorated, and the students collect money to buy cake and punch. The dean, employment technician, a keynote speaker, and other key campus personnel are invited, and the students are honored in a variety of ways receiving certificates for keyboarding, excellent attendance, outstanding interviewing skills, leadership ability, top academic achievement, etc.

The Dean's Award, a special plaque for the outstanding student of the semester, is presented to a student who has put forth great effort in the class. This individual does not necessarily have to have the highest academic achievement, but one who has tried his/her best. In addition, the student's name is engraved on a perpetual plaque displayed by the Business Division.

All of this serves the purpose of honoring the students and gaining the interest of those in attendance. The word gets out and the ceremony, along with its meaningfulness to the students, also serves as a source of recruitment for future semesters.

Panel Discussion on Bilingual Careers

Often a special activity such as the organization of the panel discussion on bilingual careers during Career Week serves as an all encompassing key teaching and motivating device. The panel has traditionally been organized by the intensive programs. The students learn how to organize a major event by planning it from start to finish. The entire class divides into subcommittees and takes on one major activity. They work with the Career Week staff to reserve facilities, arrange for refreshments, plan the room layout and decoration, decide whom to invite to participate on the panel, confirm their participation by phone and then more formally by mail, develop a program, typeset the program or make arrangements for its production, work on publicity coordinating their efforts with the college offices that work in this area, serve as hosts for the event, act as master of ceremonies and introduce the speakers.

In addition to the organizational tasks involved, the students come to realize the importance of the panel discussion as often the room fills with teachers and their classes, individual students, and community members who exhibit great interest and carry on a good discussion with the panelists.

All of this serves to give the students some valuable skills they can apply to their career, raise their self-esteem, and give them a sense of making a significant contribution to their college.

Link to Higher Level Skills and Related Programs

While students are completing these intensive programs, they are encouraged to continue with their education, either by continuing the next level of training in the longer term certificate or degree programs or by pursuing other careers.

A motivational tool, sparked by the comments of one of the advisory committee members, is a special certificate given to students who complete two intensive programs. The certificate shows the two programs and the combined 560 hours completed as well as the combined 120 hours of work experience internship. It is presented in a nice frame or certificate holder at the end of semester "graduation" ceremony.

Another incentive presented to students is that the City of San Diego uses the guideline of 560 hours of training from private business schools, as do other businesses and organizations, as a major measure for hiring new employees. Seven students from the fall 1993 intensive programs, five from the legal and two from the medical office class, enrolled in the spring 1994 general office program. These enrollments were significant as it was the first time the two-program completion certificate was offered. Prior to this semester, only one or two students, if any, would enroll in another intensive program the following semester. Figure 4 is a sample of the certificate awarded for completion of two intensive training programs.

Southwestern Community College

Certificate of Completion

Student Name

for completion of the
General Office Clerk-Bilingual
and
Legal Office Clerk-Bilingual

Intensive Training Programs
Completing 560 hours of Instruction and 120 hours as a Work Experience Intern.
Presented by Southwestern Community College, Business Division on June 2, 1994.

Dr. Anthony L. Thele, Dean
BUSINESS DIVISION

Southwestern College

Irma J. Alvarez, Professor

Alva Sands, Professor

Figure 4 - Sample

Several other students were recruited into the next level certificate programs as a result of experiencing success in the intensive programs. A key point here is that the overall OIS International Program with its variety of training levels offers the students flexibility in the type, length, and level of programs in which they can enroll.

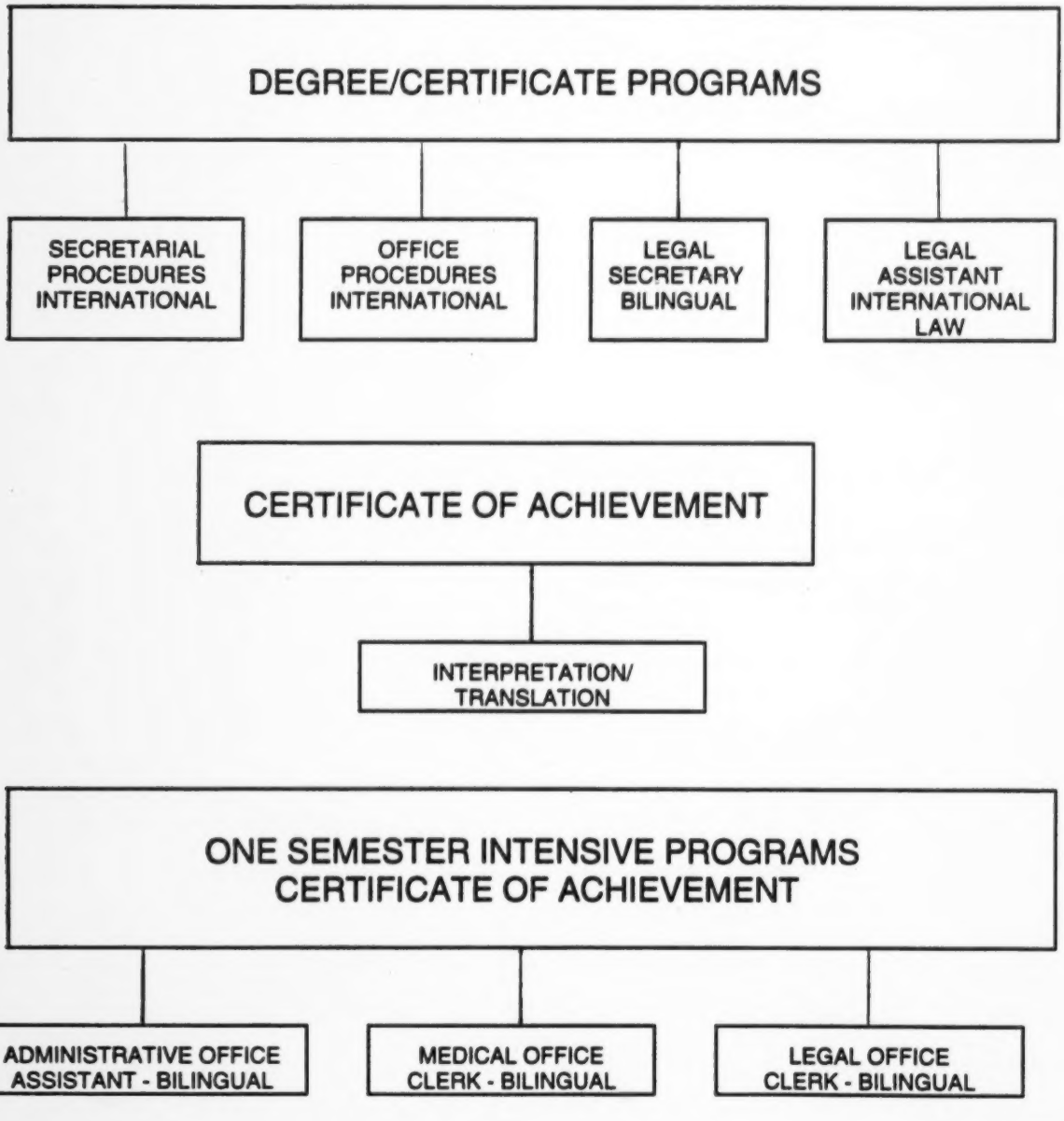
The program chart Figure 5 describes the three-tier degree/certificate programs. At the top of the chart are the A.S. degree programs, those generally requiring two or more years to complete with the largest investment of time and the greatest number of courses. These also require approximately 18 units of general education courses. The A.S. degree programs include:

- Office Procedures International
- Secretarial Procedures International
- Legal Secretary - Bilingual
- Legal Assistant International Law

These are followed by the one- to one and one-half year certificate of achievement programs which students can gain by completing only the core requirements of the degree programs or by enrolling in the non-degree, non-intensive certificate program in Interpretation/Translation. At the end of the chart are the three one-semester intensive training programs.

OFFICE INFORMATION SYSTEMS INTERNATIONAL

PROGRAM CHART
Figure 5



Employment Preparation and Work Experience

A major component of the intensive training programs is the compulsory one-unit cooperative work experience class that students enroll in. The class provides training in preparing a resume, cover letter and application, looking for a job, interviewing skills, and following up after the interview. Students must work in a volunteer position for a minimum of 60 hours or in a paid position for a minimum of 75 hours.

This experience allows the student to take skills learned in the classroom and apply them on the job. This is important for second language students who often have never worked in an office environment. For students who come from Mexico or other Latin countries with previous training, this serves as an introduction to the American office environment. Students are assisted with looking for a position, but primary responsibility is placed on them to make the initial contact and to set up an interview if the employer wishes. Several of our advisory committee members take volunteers and have often offered paid part-time positions. The South Bay Municipal Court, for example, takes volunteers and later awards them a certificate at a special breakfast to acknowledge them for their work.

The students receive valuable training, reinforce their skills, and are able to network. Many have been offered employment or the opportunity to test for significant civil service positions after working as volunteers during their internships. They are evaluated by their employers or supervisors at the end of their internships and receive a letter grade from their instructor.

At the end of the semester students are required to go through a mock interview with our on-campus employment technician. They receive immediate feedback on appearance, responses, and overall preparation for an entry-level clerical position, often one that is actually available. In addition, their resume, application, and cover letter are kept on file for future job opportunities.

Another avenue for work experience which some of our students have utilized is the U.S. Navy Co-op Training Program. Southwestern College and other San Diego community colleges have an agreement with the local Navy command to train students in various types of work ranging from office clerical to engineering. The students must be willing to complete an A.S. degree to qualify for the program. They must apply, go through an interview, and if selected, will work for the Navy 15 to 20 hours per week while they finish their A.S. degree. Once the degree is completed, the student automatically becomes a full-time Navy civilian employee without having to take the qualifying examination that is usually required for the position.

Student Job Placement Assistance

In addition to the Navy Co-op Program, the student employment technician and job developer funded through VATEA works closely with the Office Information Systems discipline and the intensive training programs. Students are encouraged to start a file in the student employment office and are assisted when they begin to look for a job. The students are pre-screened by going through a mock job interview in which they submit all of their employment documentation.

The services of a personnel representative from the State of California Employment Development Department (EDD) are also available on campus. The employment technician and the EDD representative are members of the Office Information Systems - International Advisory Committee and are actively involved in job development with other advisory committee members as well as with the local business community.

SUMMARY

The philosophy underlying the development, creation, and evolution of the Southwestern College Office Information Systems, International Program especially focusing on the VESL intensive office training programs has been that of empowering the limited English proficient or bilingual student, in this case the Latina, to work toward self-sufficiency and good employment opportunities. To this end, we have endeavored to offer these students incentives to continue their training by offering a progressive series of program choices in the office careers area in a variety of fields.

Over the years, the program's success has been based on the success the students have experienced in finding entry-level jobs, continuing their education and training, and advancing into higher level positions.

We hope that this program guide will benefit those who desire to develop similar programs for limited English proficient or bilingual students of any ethnic background so that these students will have the opportunity to develop their language skills as well as their vocational skills to a high level of proficiency.

APPENDICES

SOUTHWESTERN COLLEGE Appendix A

OFFICE INFORMATION SYSTEMS INDUSTRY SURVEY

Name of Organization: _____

Type of Organization:

Private Sector:
- ☐ Industrial
- ☐ Service

Public Sector:
- ☐ Governmental
- ☐ Educational

Name and Title of Person Answering Survey: _____

General Statement: In answering the following questions regarding the language requirements of your organization's employees, consider those levels of language proficiency that are generally necessary for entry level office personnel.

Instructions: Please rate each of the following goals on a scale of 1 to 5 according to their level of importance for job entry.

1. Oral Communication Skills	ENGLISH Not Important				Very Important	SPANISH Not Important				Very Important
Answer/place telephone calls	1	2	3	4	5	1	2	3	4	5
Carry on a conversation fluently	1	2	3	4	5	1	2	3	4	5
Meet the public	1	2	3	4	5	1	2	3	4	5
Use proper grammar	1	2	3	4	5	1	2	3	4	5
Participate in meetings	1	2	3	4	5	1	2	3	4	5
Make oral presentations	1	2	3	4	5	1	2	3	4	5
Give instructions to clients/co-workers	1	2	3	4	5	1	2	3	4	5
Understand foreign accents	1	2	3	4	5	1	2	3	4	5
Interview clients/public	1	2	3	4	5	1	2	3	4	5
Speak without an accent	1	2	3	4	5	1	2	3	4	5
Other: _____	1	2	3	4	5	1	2	3	4	5
_____										

2. Written Communication Skills	ENGLISH Not Important				Very Important	SPANISH Not Important				Very Important
Pass a written employment exam	1	2	3	4	5	1	2	3	4	5
Accurately use the mechanics of language:	1	2	3	4	5	1	2	3	4	5
English										
Spelling	1	2	3	4	5	1	2	3	4	5
Punctuation	1	2	3	4	5	1	2	3	4	5
Capitalization	1	2	3	4	5	1	2	3	4	5
Proofreader's marks	1	2	3	4	5	1	2	3	4	5
Spanish										
Accents	1	2	3	4	5	1	2	3	4	5
Capitalization	1	2	3	4	5	1	2	3	4	5
Proofreader's marks	1	2	3	4	5	1	2	3	4	5
Spelling	1	2	3	4	5	1	2	3	4	5
Punctuation	1	2	3	4	5	1	2	3	4	5
Take accurate telephone messages	1	2	3	4	5	1	2	3	4	5
Fill out forms correctly	1	2	3	4	5	1	2	3	4	5
Writing sales orders, supply requisitions	1	2	3	4	5	1	2	3	4	5
Write short internal memos/notes	1	2	3	4	5	1	2	3	4	5
Write short external memos	1	2	3	4	5	1	2	3	4	5
Write business letters	1	2	3	4	5	1	2	3	4	5
Write business reports	1	2	3	4	5	1	2	3	4	5
Take minutes at meetings	1	2	3	4	5	1	2	3	4	5

2. Written Communication Skills *(Cont.)*	ENGLISH Not Important				Very Important	SPANISH Not Important				Very Important
Take notes at workshops/classes	1	2	3	4	5	1	2	3	4	5
Transcribe taped dictation	1	2	3	4	5	1	2	3	4	5
Write with legible handwriting	1	2	3	4	5	1	2	3	4	5
Keyboarding/typing skills	1	2	3	4	5	1	2	3	4	5
List speed requirements:____wpm										
Able to compose at the keyboard	1	2	3	4	5	1	2	3	4	5
Other:_____	1	2	3	4	5	1	2	3	4	5
_____										

3. Reading Skills	ENGLISH Not Important				Very Important	SPANISH Not Important				Very Important
Basic instructions from supervisor	1	2	3	4	5	1	2	3	4	5
Work orders	1	2	3	4	5	1	2	3	4	5
Understand forms	1	2	3	4	5	1	2	3	4	5
Computer manuals & reference materials	1	2	3	4	5	1	2	3	4	5
Memos, letters	1	2	3	4	5	1	2	3	4	5
Reports and other documents	1	2	3	4	5	1	2	3	4	5
Policy manuals	1	2	3	4	5	1	2	3	4	5
Computer printouts	1	2	3	4	5	1	2	3	4	5
Read and integrate edited materials	1	2	3	4	5	1	2	3	4	5
Newsletters, in-house commun ications	1	2	3	4	5	1	2	3	4	5
Other:_____	1	2	3	4	5	1	2	3	4	5
_____										

4. Listening Skills	ENGLISH Not Important				Very Important	SPANISH Not Important				Very Important
Understand telephone messages	1	2	3	4	5	1	2	3	4	5
Listen for information to fill out forms	1	2	3	4	5	1	2	3	4	5
Pass a listening exam.	1	2	3	4	5	1	2	3	4	5
Understand oral messages.	1	2	3	4	5	1	2	3	4	5
Other:_____	1	2	3	4	5	1	2	3	4	5

5. Cross Cultural Communication Skills	Not Important				Very Important
Interact with people of other cultures	1	2	3	4	5
List which cultures:					
• _____	1	2	3	4	5
• _____	1	2	3	4	5
• _____	1	2	3	4	5
Understand cultural differences	1	2	3	4	5

6. Translation/Interpretation Skills	Not Important				Very Important
Spanish to English	1	2	3	4	5
English to Spanish	1	2	3	4	5

BEST COPY AVAILABLE

6. Translation/Interpretation Skills *(Cont.)*	Not Important				Very Important
Translate simple instructions	1	2	3	4	5
Interpret oral communications	1	2	3	4	5
Translate simple letters/memos	1	2	3	4	5
Translate reports	1	2	3	4	5
Translate brochures/pamphlets	1	2	3	4	5
Translate forms	1	2	3	4	5
Pass a translation exam	1	2	3	4	5
Read in two languages	1	2	3	4	5
Pass an oral interpretation exam	1	2	3	4	5
Use translation software	1	2	3	4	5
Translate specialized technical information	1	2	3	4	5

7. What major trends and technological changes do you expect to affect the employment practices of your company?

_____

_____

_____

8. What new/replacement positions do you anticipate in the next five years for office employees?

Position Title	Present Number	Replacement	New
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

9. What principal sources do you use now to recruit new entry level workers? (Check all that apply).

- ☐ In-House employees
- ☐ State EDD
- ☐ Private trade schools
- ☐ Radio/TV
- ☐ Newspapers
- ☐ Local Private Industry Councils
- ☐ Private employment agencies
- ☐ Local community colleges
- ☐ Local high schools
- ☐ ROP programs
- ☐ Adult education programs
- ☐ Community based organizations
- ☐ Other: _____

Appendix B

ESL STUDENT SURVEY

Career Goals

Part I: Personal Data

1. Sex: ☐ Female ☐ Male
2. Age: ☐ Under 21 ☐ 21-30 ☐ 31-40 ☐ 41-50 ☐ Over 51
3. Status: ☐ Single ☐ Single with children ☐ Married ☐ Married with children ☐ Divorced
4. First (Native) Language: _____

Part II: Career Interest and Knowledge

5. Educational Goal: ☐ Career ☐ ESL ☐ Transfer
6. Career Interest: Check those areas that interest you most.

BUSINESS CAREERS

- ☐ Accountant
- ☐ Bookkeeper
- ☐ Appliance Sales
- ☐ Aviation
- ☐ Banking and Finance
- ☐ Business Management
- ☐ Small Business
- ☐ International Business
- ☐ Marketing (Sales)
- ☐ Computer Systems Careers
- ☐ Bilingual Office Clerk
- ☐ Information/Word Processing
- ☐ Secretary
- ☐ Real Estate Broker/Salesperson

TRADE AND TECHNOLOGY

- ☐ Air Conditioning/Heating
- ☐ Aviation management
- ☐ Appliance maintenance/Repair
- ☐ Architecture Technology
- ☐ Automotives
- ☐ Computer Aided Design
- ☐ Construction
- ☐ Electronics
- ☐ Hazardous Materials Technician
- ☐ Food Service Catering
- ☐ Refrigeration Technician
- ☐ Small Engine Service and Repair
- ☐ Solar Energy Technician
- ☐ Drafting Technology
- ☐ Industrial Engineering

HEALTH RELATED CAREERS

- ☐ Paramedic
- ☐ Nursing
- ☐ Medical Office Assistant
- ☐ Bilingual Medical Clerk
- ☐ Medical Transcriptionist
- ☐ Surgical Technology
- ☐ Microbiologist
- ☐ Pre-Medical

LEGAL CAREERS

- ☐ Legal Assistant
- ☐ Legal Interpreter/Translator
- ☐ Legal Office Clerk - Bilingual
- ☐ Legal Secretary
- ☐ Legal Secretary - Bilingual
- ☐ Pre-Law

PRIVATE AND PUBLIC SERVICES

- ☐ Fire Science Technology
- ☐ Food Service/Catering
- ☐ Law Enforcement (Police/Sheriff)
- ☐ Child Development Careers
- ☐ Coaching
- ☐ Landscape Architect
- ☐ Nursery Manager
- ☐ Travel and Tourism
- ☐ Psychology
- ☐ Public Administration
- ☐ Recreation Director

CREATIVE AND APPLIED ARTS

- ☐ Commercial Musician
- ☐ Telemedia Careers
- ☐ Graphic Design
- ☐ Photograpy
- ☐ Interior Design

7. Educational Background

Years completed in another country_____
What country?_____
Years completed in U.S.A._____
Degrees completed_____
Certificates completed_____

8. Employment Background

- ☐ Currently employed in area related to career interest.
- ☐ Formerly employed in area related to career interest.
- ☐ Employed, but not in area related to career interest.
- ☐ Unemployed.

9. Educational and Career Goals

- ☐ Improve English only.
- ☐ Improve English; then begin preparing for one of the vocations related to my career interest at Southwestern College.
- ☐ Improve English; then transfer to a four-year university.

10. Career Counseling

- ☐ Have received career counseling in my area of interest.
- ☐ Have not received career counseling in interest area.

11. Career Classes

- ☐ Have completed class(es) in career area.
- ☐ Have not completed class(es) in career area.

12. Other Sources of Career Information

List any opportunities you have had to learn about the career area that interest you.

_____

_____

_____

Part III: Barriers to Entering Chosen Career Field

To enter my chosen career, I need:

- ☐ English skills
- ☐ Math skills
- ☐ Reading skills
- ☐ Study skills
- ☐ Computer skills
- ☐ Financial aid
- ☐ Child care assistance
- ☐ Career counseling
- ☐ Academic Counseling
- ☐ Transportation

List any other needs:

_____

_____

_____

Would you like additional information about the career area you are interest in?

☐ Yes ☐ No

_____ _____

SIGNATURE DATE